

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

## Miller School District Improvement/Progress Report Form

<b>Principle: 1 – General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  The review team was unable to verify that services were being provided to 1 student listed on the district's 2001 child count. Interview also confirmed there was not an IEP in effect on December 3 <sup>rd</sup> of 2001 for this student.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district has established procedures for collecting, maintaining and reporting current and accurate child count data.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All students reported on child count will have an IEP in effect on the annual child count date.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The Special Education Facilitator will develop a schedule and calendar of all IEPs dues and tentatively schedule IEP dates. This will be given to Special Education teacher/speech therapist prior to each school year.  What data will be given to OSE to verify this objective? The district will verify the completion of the schedule and the date information was provided to special educators and speech therapists.	August 28 <sup>th</sup> annually thereafter	Special Education Facilitator	<b>Met</b> <b>08/20/03</b>	
<b>Please explain the data (6 month) a calendar and a schedule was given to each Spec. Teacher, Speech Therapist and Adm. Staff. The calendar included the scheduled IEP dates, the actual IEP due date and the date each 3-yr.evaluation. This acts as a guideline for all staff in order to meet deadlines. Schedule &amp; Calendar of IEPs/3-year evals. was given to Spec. Ed. Staff on Aug. 15, 2003.</b>				
Please explain the data (12 month)				

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

<p>2. What will the district do to improve?          Each Special Education Teacher/Speech Therapist will submit a copy of the IEP cover sheet for students on their caseload. These cover sheets will be compared to the child count to ensure that the child count reflects students who have IEPs in effect on December 1<sup>st</sup> of the reporting year.</p> <p>What data will be given to OSE to verify this objective?          The district will report the % of accuracy between the cover sheets submitted and child count data.</p>	<p>December 1<sup>st</sup>          annually          thereafter</p>	<p>Special Education          Teachers          Speech Therapist          Special Education          Facilitator</p>	<p><b>Continuing</b></p>	<p><b>Met 02/21/04</b></p>
<p>Please explain the data (6 month) <b>A memo was send to each Special Ed. Teacher &amp; Speech Therapist Aug. 15, 2003 instructing them to make a copy of the front page of each IEP and submit it to the Principal on Dec. 1 of each year. Principal will then be responsible for submitting the Child Count information.</b></p>				
<p>Please explain the data (12 month) <b>All special education staff submitted the front page of the IEP of their students to be used in the child count (100%). When the preliminary child report came back, we had only three students (all ages 5 and 6) out of 73 who we needed to change to a different category (99% accuracy).</b></p>				

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

—

<b>Principle: 1 – General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  Referral includes any written request which brings a student to the attention of a school district administrator. Referral documentation was not present in 5 of 10 files reviewed. Staff interview also confirmed that referrals generated through preschool screenings were not consistently documented.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district will have an effective referral system in place to ensure students are identified without delay.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All referrals will be documented and available in the students file prior to initiating the evaluation process.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The Speech Therapist, Preschool and Special Education teachers will complete a referral form if a student is suspected of having a disability after preschool screenings have been completed. A copy of the referral documents will be submitted to the Special Education Facilitator.  What data will be given to OSE to verify this objective? Spot checks will be conducted for 50% of the students who have been initially placed into special education each year. The % of students with referral documents present in their file will be reported.	August 28, 2003	Speech Therapist Special Education Teacher  Special Education Facilitator	<b>Continue until 12 month progress</b>	<b>Met 02/21/04</b>
Please explain the data (6 month) Of the 4 students referred after the Nov. 2002 review all 4 had the referral form in their file. A memo was sent out to Special Ed. Staff on August 15 reminding everyone to attach a referral sheet directly to any child's screening form if they will need further screening or evaluation, especially during the 3-4 year screening in the fall and Kindergarten screening in the spring.				

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

Please explain the data (12 month) **Out of eight students tested; four were referred after the screening in August 2003. All four files were checked and all four had referral forms.**

**Principle: 3 – Evaluation procedures**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

School districts shall ensure a child is assessed in all areas of related to the suspected disability and that evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by parents, that may assist in developing the content of the child's IEP.

In 5 student files reviewed the monitoring team found that district staff did not include functional information in the evaluation process. In 6 additional files, functional information was available; however, the data was not analyzed so the IEP team could develop present levels of performance that linked to evaluation. Transition evaluations were not administered in 3 of 4 files reviewed therefore present levels of performance were not developed and included in the students IEP. The steering committee noted transition assessment as an area in need of improvement under Principle 5, individual education program. The need to conduct transition assessments was also confirmed by the review team through staff interviews.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Comprehensive evaluations will be conducted by a team of knowledgeable staff, which includes parent input.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct comprehensive evaluations for all students which includes functional assessment and transition evaluation if appropriate.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            When evaluating a student, a functional assessment will be part of every initial evaluation and reevaluation given by the district staff 100% of the time.</p> <p>What data will be given to OSE to verify this objective?            The district will spot check 50% of all evaluations conducted and report the % of evaluations that contain functional assessments in all skill areas affected by the disability including transition.</p>	May 25, 2003 On-going	Speech Therapist  Special Education Teachers	<b>Met</b> <b>08/20/03</b>	

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

Please explain the data (6 month) In 12 out of the 12 3-yr./new referral IEPs reviewed all had a functional assessment in place.				
Please explain the data (12 month)				
<p>2. What will the district do to improve?</p> <p>When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability including transition for students age 16 or younger if necessary. Parent input will also be documented on the present level of performance page.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will spot check 50% of present levels of performance written following evaluation and report the % of present levels of performance that contain the required content for each skill areas affected by the disability including transition. The % of time parent input is documented will also be reported.</p>	May 25, 2003 On-going	Speech Therapist  Special Education Teachers	<b>Not Met</b>	<b>Met 02/21/04</b>
Please explain the data (6 month) Of the files reviewed parent input was reported 100% of the time. In 90% of the files reviewed the present level of performance contained all the required content for each skill area affected by the disability. In 10% of the files the present level of performance addressed most the skill areas.				
Please explain the data (12 month) Sixteen files (elementary, junior high and high school) were reviewed and parent input was reported 100% of the time. Eight files were reviewed and in 100% of those files the present level of performance contained all the required content for each skill area affected by the disability.				
<p>3. What will the district do to improve?</p> <p>Short term objective, annual goals and present levels of performance will be written and directly link to functional assessment including transition.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will spot check 50% of short term objective, annual goals and present levels of performance written following evaluation and report the % that have a direct link to functional assessment.</p>	May 25, 2003 On-going	Speech Therapist  Special Education Teachers	<b>Continuing, will report number of files checked for 12 month date</b>	<b>Met 02/21/04</b>
Please explain the data (6 month) 100% of the files reviewed directly linked the short term objectives to the functional assessment, including transition.				

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

Please explain the data (12 month) **Eleven files were reviewed and 100% of these files reviewed directly linked the short-term objective to the functional assessment, including transition.**

**Principle: 3 – Evaluation Procedures**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

For students identified as having a specific learning disability, the IEP team needs to consider if the severe discrepancy between ability and achievement is primarily the result of environmental, cultural, or economic disadvantage. Through staff interview and a review of 7 student files, the review team found this content item had been removed from the districts multidisciplinary team report.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures an IEP team considers evaluation or independent education evaluation findings and determines whether the child has a particular category of disability.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

For students suspected of having a specific learning disability, the IEP team will consider if the severe discrepancy between ability and achievement is primarily the result of environmental, cultural, or economic disadvantage.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            The Special Education Facilitator will revise the Multidisciplinary Team Report to include a statement addressing if the severe discrepancy between ability and achievement is a result of environmental, cultural, or economic disadvantage. Therefore, it will be addresses as part of the eligibility process for all students suspected of having a learning disability.</p> <p>What data will be given to OSE to verify this objective?            The District will submit to the OSE the date of the revision and the dates and names of the staff inserviced on the revision</p>	<b>March 10, 2003</b>	Special Education Facilitator	<b>Met</b> <b>08/20/03</b>	

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

Please explain the data (6 month) The MDT Report was revised in Dec. 2002 and all old forms were replaced with it. Nan Donlin, Jennifer Gibson, Mary Simons, Mary Breitling, Tina Pawlowski and Deb Beilke were in-serviced on the revised form individually when they received the form.

Please explain the data (12 month

**Principle: 5 – Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

For each student beginning at age 16 or younger, the IEP is to include a statement of the needed transition services, including interagency responsibilities. Beginning at least one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority.

The life planning outcomes regarding employment and living were based on how the team felt or the parents felt and were not student driven. Due to the lack of transition assessment as noted in 3 of 4 student files reviewed, transition/vocational information was not included in the present levels of performance resulting in a lack of identified transition services in the student's IEP.

Information regarding the transfer of rights was not provided to 2 students at least one year before they reached age of majority.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The District will address transitioning for every student at the age of 13 and will address the age of majority the year the child turns 17.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

<p>1. What will the district do to improve?          Each student who is 13 years old will be so noted on the IEP schedule/calendar to act as a reminder that transition planning must begin as part the IEP process.</p> <p>What data will be given to OSE to verify this objective?          Spot checks will be conducted on 50% of the students who are age 14. The % of students with transition being addressed at age 14 will be submitted to the OSE.</p>	<p>Aug. 28, 2003 and on-going</p> <p>Dec. 15, 2003</p>	<p>Special Education Facilitator</p> <p>Special Education Facilitator</p>	<p><b>Continuing</b></p>	<p><b>Met 02/21/04</b></p>
<p>Please explain the data (6 month) 6 out of the 7 files reviewed had addressed transition the year they turned 14. Transition was addressed for the 7<sup>th</sup> student after he turned 14.</p>				
<p>Please explain the data (12 month) 5 out of 5 files reviewed had addressed transition the year they turned 14.</p>				
<p>2. What will the district do to improve?          Each student who is 16 years old will be so noted on the IEP schedule/calendar to act as a reminder that age of majority must be addressed as part of the IEP process,</p> <p>What data will be given to OSE to verify this objective?          Spot checks will be conducted for 50% of the students who are age 17. The % of students with majority being addresses at age 17 will be submitted to the OSE</p>	<p>Aug. 28, 2003 and on-going</p> <p>Dec. 15, 2003</p>	<p>Special Education Facilitator</p> <p>Special Education Facilitator</p>	<p><b>Continuing</b></p>	<p><b>Met 02/21/04</b></p>
<p>Please explain the data (6 month) 8 out of the 8 files reviewed addressed Age Of Majority during the students 17<sup>th</sup> birthday.</p>				
<p>Please explain the data (12 month) There were two students who fit this category. Both files were reviewed and the age of majority was addressed in both files during the student's 17<sup>th</sup> year.</p>				



6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

—

<b>Principle: 5 – Individual Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  In 4 file reviewed, behavioral assessment and/or present levels of performance contained information regarding the impact of student behavior on their educational performance. In developing the IEP's for these students the team checked "no" that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports to address the behaviors. Interviews with district staff revealed a lack of understanding regarding this requirement and how they were to address this section of the IEP.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district ensures the IEP contains all required content.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  When students are identified as displaying which impede learning on page 2 of the IEP (Evaluation/Present level of performance), supports and/or interventions will also be addresses on page 6 under Special Considerations or page 4 through goals and objectives.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

6 month reporting date 08/21/03  
 12 month reporting date 02/21/04  
 CLOSED 4/16/04

<p>1. What will the district do to improve?          Special Education Facilitator will inservice Special Education staff regarding the process to implement when behavior is an area of suspected disability.</p> <p>What data will be given to OSE to verify this objective?          District will conduct quality assurance check to ensure behaviors were properly documented in the IEP and will provide a written summary of those results.</p>	<p>May 15, 2003 and on-going</p>	<p>Special Education Facilitator</p>	<p>Continuing</p>	<p>Met 02/21/04</p>
<p>Please explain the data (6 month) 5 out of the 5 files reviewed addressed the interventions/strategies on page 6 when it was noted as a concern under PLOP.  <b>Each teacher/speech therapist was individually in serviced on this. August 15, 2003 Spot check</b></p>				
<p>Please explain the data (12 month) 4 out of the 4 files reviewed addressed the intervention/strategies on page 6 when it was noted as a concern under PLOP.</p>				